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ABSTRACT

This is the first issue of a newsletter for educators interested in new approaches to history teaching and learning, elementary school through graduate school. The purpose is to provide information about significant new ideas in history study, present a forum for analysis and criticism, and encourage similar analysis in existing professional literature. The issue contains articles which describe an innovative educational project centered at Hamilton-Wenham Regional High School in Massachusetts; a unit on colonial life involving students in the outdoors and the community and emphasizing interdepartmental studies and a strong affective component; and a student project to write the history of a Chicago school founded in 1901 as an outgrowth of the progressive education movement. Four publications which explore local history, customs, and townsfolk are discussed in an article titled Community History: The Foxfire Project. Another article, Family Biography: A Guide to Resources, comments in detail on background, structure, and resources for family biography research. A bibliography and syllabi of three college courses on the subject are provided. (AV)

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ACCESS TO HISTORY

A NEWS EXCHANGE OF HISTORY EDUCATION

An independent exchange for those interested in new approaches to the study of history and in new styles of teaching and learning, at all levels of American education.

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PROSPECTUS

This issue of an Access to History newsletter constitutes an invitation to join in a new type of news exchange dedicated specifically to gathering information about, and encouraging analysis of, new approaches to the study and teaching of history. It is based on the assumption that there is a need for such an exchange among those who teach history. It seeks to put that assumption to the test through a detachable questionnaire (see next page), the results of which should determine the feasibility of such an exchange--and whether there is a second issue of the newsletter.

To say that there is a need is not to deny for an instant the significant contribution that The History Teacher, The History Exchange Newsletter, the Newsletters of both the A.H.A. and the O.A.H., the Society for History in the Classroom, and others, have made and are making. Communication among history teachers is vastly better today than it was ten years ago. The sense of a community of interest among teachers at different levels has greatly increased. The apparatus of professionalism--including opportunities to write and publish about teaching, to meet as teachers, and to have teaching taken seriously at professional conventions--has expanded enormously.

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And yet for all the improved communication, the state of history education seems scarcely better now than it was a decade ago. In some respects it is worse. While it is now a commonplace to talk about the crisis of history teaching, the recent Report of the [O.A.H.] Ad-hoc Committee on the Status of History in the Schools could conclude only that "solutions must be developed by individual historians [teachers?] working in their classrooms, libraries, and studies, and by history departments, historical agencies, and historical organizations examining their programs." Judging from the literature, those solutions are everywhere, and nowhere. The same hand-wringing jeremiads pass for a discussion of the problem at professional conventions, as though nothing had been said, written, or accomplished from which we might learn. Those few areas in the history curriculum in which there is real life--such as family and community history, oral history, and new attempts at interdisciplinary teaching--are attended to as so many unrelated happenings, with little or no

The Newberry Library 60 W. Walton Street, Chicago, Il. 60610 Richard H. Brown, *editor*

attempt at analysis and criticism, and with no questions asked of them that would tell us where we might or should be going. No wonder that history teachers, their confidence sapped by a host of factors, are uncertain as to what they should be doing, or why.

What we seem to have proved is that "communities," or networks, of history teachers are not enough without systematic information-gathering and intelligent analysis that is likely to carry beyond the traditional fraternity to professional educators, educational psychologists, educational radicals and philosophers, and a host of others. We have proved, also, the relative uselessness of simple how-to-do-its in a field in which there is little agreement as to what it is that is being done--or ought to be done.

What is proposed here, then, is a news exchange for people at all levels of American education--from the elementary to the graduate school--who are interested in new approaches to history teaching and learning. The exchange would seek (a) to gather systematically information about the more serious and significant new departures in history study throughout the country, and to make this information available on request; (b) to encourage and provide a forum for serious analysis and constructive criticism of these approaches among its members; and (c) to point the way to similar analysis and criticism appearing in the literature elsewhere, including the journals and newsletters that circulate regularly among history teachers, the serious educational journals that do not (such as the Harvard Educational Review and Change Magazine), and the usually unpublished material that is available through the ERIC (Educational Resources Information Center) system of the federal government.

The exchange would not seek to duplicate or compete with existing publications, and it would not seek a mass audience or to provide "something for everyone." It would seek to keep its focus on new approaches and try to serve only those interested in these approaches. The regular medium of the exchange would be a serious newsletter that would circulate at least twice a year but more often if material to be exhanged warranted. Membership would be $3 for each three issues of the newsletter--hopefully enough to cover the costs of production and mailing.

* * *

The Newberry Library would seem to be as logical a center for this exchange as any institution--and perhaps a good deal more logical than most. An independent research library devoted to the study of history and the humanities, it is educationally "neutral" territory and its various programs make it something of a crossroads for people engaged in history study at all levels, from throughout the country. It offers history and interdisciplinary courses and seminars at virtually all levels: for secondary school students in conjunction with the Chicago Board of Education and the Francis Parker School; for collegiate level students in conjunction with 25 of the leading liberal arts colleges from Ohio to Colorado, members of the Associated Colleges of the Midwest and the Great Lakes Colleges Associates; for graduate students in conjunction with the University of Chicago, the University of Illinois at Chicago Circle, Loyola, and Northwestern; and for adults. Its Family and Community

History Center is one of the leading centers in the nation for training people in new approaches to history study, and maintains an extensive communication network among practitioners of the new social and political history throughout the country. Its Center for the History of the American Indian works at all levels (including summer institutes for secondary school teachers) to improve the study of Indian History. Beginning in July a major new program funded by the National Endowment for the Humanities will seek to revitalize the teaching of State History. Last but not least, the Newberry was from 1964 to 1974 the national headquarters of the Amherst Project, a project devoted to fostering the new "inquiry" approaches to history study, which continues to link innovative teachers in a number of states.

Finally, a word of thanks to the Rockefeller Brothers Fund, whose generosity and patience, through many vicissitudes, has made possible the production and distribution of this newsletter as a test of the feasibility of the proposed exchange.

* * *

The materials that follow reflect what is obviously the most significant new approaches to history study. The common theme is learning history by "doing" the history of something to which one has access, whether one's family, the school, or the community. They deal, collectively, with versions of the approach at a number of different levels: in the elementary and secondary school, at the community college, and at the college and university level. While descriptions of such approaches have been widespread in the literature for several years or more, there has been little attempt to collect information systematically about what people are doing and where, and still less attempt to analyze what and how people learn through these approaches. They are presented here to invite both.

Richard H. Brown

CONTENTS OF THIS NEWSLETTER

"Doing" the History of a Community: Project Adventure ..... page 4

Project Adventure is an innovative educational project centered at Hamilton-Wenham Regional High School, Hamilton, Massachusetts, and in various other Massachusetts schools. Printed here is a unit on "Colonial Life" that takes students into the community to learn.

"Doing" the History of a School: Francis Parker ..... page 18

Marie Kirchner Stone, a teacher at the Francis Parker School in Chicago, describes an extensive project to collect and write the history of the school.

Community History: The Foxfire Project ..... page 21

The popular Foxfire Projects stress student learning through doing in the community, and lead to student publications that sell widely across the nation. Projects involve students from elementary through secondary school. Noted here are four publications involving the "doing" of history.

Family Biography: A Guide to Resources ..... page 22

Professor Kirk Jeffrey of Carleton College has prepared a comprehensive guide to resources for family biography projects, an extremely vital and promising area in the history curriculum, especially (but not exclusively) in the colleges and universities. The appendices include an extensive bibliography, as well as syllabi from courses at Washington University, the University of Missouri at St. Louis, and Illinois Central [Community] College--the latter for a community education course.

QUESTIONNAIRE/MEMBERSHIP FORM

Please detach and return to:

Access to History
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The Access to History exchange would serve a useful purpose:

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_____
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If it is carried forward I would join at a cost of $3 for 3 newsletters (at least two a year) [ ] Yes; [ ] No.

Suggestions of future topics of discussion, and of services the exchange could or should provide (please use other side if necessary):

* * *

"Doing History" Information/Analysis

Similar or related programs, or people who are trying related things (please describe as explicity as possible, and enclose syllabi or other information if available or appropriate; use other side if necessary):

Critical reactions/analysis; critical materials or analysis you know to be available; questions that should be explored (use other side if necessary):

"DOING" THE HISTORY OF A COMMUNITY:

PROJECT ADVENTURE

PROJECT ADVENTURE is an innovative educational project supported in part by ESEA Title III funds. Emphasis is placed on outdoor experiences, action-centered learning, a strong affective component, and interdepartmental studies. It is centered at Hamilton-Wenham Regional High School in Hamilton, Massachusetts, and at various schools and agencies in the region and throughout the state of Massachusetts. The following is one among a number of units developed in a wide range of subject matter areas. (Inquiries should be addressed to PROJECT ADVENTURE, 775 Bay Road, Hamilton, Massachusetts 01936.)

COLONIAL LIFE - A Unit in Which the Students Meet History, Each Other, and the Community

INTRODUCTION

The specific unit in a twelve week Colonial History course which is described in this article grew out of a strong belief that the experience of being a student in our secondary schools needs to be one which regularly includes opportunities for students to interact with their peers and with others in a task-oriented structure which is supportive of both intellectual and social-emotional growth.

While the program described in this article concerns itself specifically with a part of a Colonial History course, the general approach is one which we think may be applicable to any teacher who is looking for a practical way to add a significant social and experiential dimension to a course.

OBJECTIVES

The unit in colonial life which was a part of the Colonial History course had the following objectives: *

Historical Objectives

a. Students will gain a basic understanding of the nature of colonial life using the several town areas immediately adjacent to the school.

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* Readers hooked on behavioral objectives should understand that we recognize that each of these objectives is a rather high level abstraction. We recognize, however, that each of these objectives needed to be defined behaviorally. Thus, the assigned work was phrased in such language as "go to," "draw," "write," etc.

b. Students will come to understand more fully that man has viewed the world from a much different perspective than the twentieth century one to which suburbanized Americans have become accustomed.

Process Objectives

a. Students will come to know the five other students in their group more fully than previously and begin to reconsider previous stereotyping.

b. Students will come to recognize and deal with the variety of human strengths and weaknesses that are within their group.

c. Students will organize themselves, arrange to get to places outside of the school, write group papers, etc.

d. Students will learn some things about making appointments and dealing successfully with adults in institutions apart from the school.

e. Students will learn to more accurately assess their contributions and the contributions of others to a group assignment.

Pragmatic Goals

a. The unit would be one which could be set up and handled by a classroom teacher who was teaching four other classes and handling the various other tasks that are necessarily a part of being a teacher.

b. The unit would be one which involved almost no disruption of other classes or regularly scheduled activities except for the full day field trip which comes at the end of the program.

THE PROGRAM

The unit can best be seen as being made up of a number of parts - though several are going on simultaneously. This description will consider each part separately in the following order:

Community Resources
The Assignment
The Groups
Week-to-Week Activities
The Reports
The Trip
Evaluation

Community Resources

It seems fair to say that almost every community has some people and some organizations which are vitally concerned that the community's past not be allowed to die. These are the people and organizations in our community with whom we had to make contact, for both the faculty and students were uninformed about the area in which they lived and worked and through which they drove every day. It took only a few phone calls to some long-time residents for us to get the name of the head of the Historical Society, the president of the

Historical Commission, and the name of a local archaeologist who regularly dug in the area. These people, as well as various local museums, historic houses, and roadside historical markers, served as the base for the unit.

In almost every case, the people we contacted were friendly, willing to give time, and were most helpful. There was, however, an almost universal concern that the students and the staff were not really interested and would do a rather sloppy, disrespectful, incomplete job. This concern seemed to be based on past experiences during which the local historical society had volunteered information and assistance to the social studies department only to find that no one seemed very interested. Thus, we felt a deepending obligation for our unit to be thoughtfully designed and effectively carried out. The time involved in making these contacts and getting enough useful information around which to base the unit was not extensive--several appointments after school, a couple during school, and eight to ten phone calls. Once the first contact was made, things seemed to move quickly as local historians seem to know each other.

The Assignment

The assignments which were eventually decided upon were in the following areas:*

- an investigation of the first wagon train to the Northwest Territories
- an investigation of the early history of several area churches
- a survey of a number of local houses for the Massachusetts Historical Commission
- an investigation of the local Indians, their way of life, and their relationships with the early colonists
- an investigation of seagoing Salem, Massachusetts - the lifestyles of the early captains and the early sailors
- an investigation of two colonial cemeteries, focusing on the beliefs and the lives of the persons buried there

Perhaps it will be worthwhile to look in some depth at one of the assignments so that the reader can see the kinds of activities and questions that were involved.

One of the questions which we consciously dealt with involved the issue of how much structure should be imposed on the students. Much of our early thinking went something like this: "let's just tell the groups that the community has a history and that each group must investigate the possibilities, define their own interest, and commit themselves to the accomplishment of a specific set of activities."

However, we quickly recognized that such a process would take much more time than we had, that we weren't prepared to put aside all the other objectives of the Colonial History course, and that the students were very unprepared for an approach that was so very much in contrast to all their previous school experiences.

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* See materials at end of write-up for copies of each assignment area.

The approach that we finally agreed upon and implemented included the following elements:

1. a strong statement by the teacher that the activities involved in this unit were of particular importance and a fundamental component of the course

2. a statement which said that the assignments were due <u>without exception</u> on a particular date four weeks hence

3. the division of each class into five groups of five or six students each

4. the writing of six different assignments - that is the writing of <u>one</u> more assignment than there were groups

5. the arbitrary assigning of an assignment to each group

6. a statement which said that any group that wanted to could trade its assignment in for the one which the teacher still had, or they could write up their own assignment which would be due in four days and must meet with the teacher's approval

7. the students were told that in addition to the written work that each group would be responsible for preparing an oral report which would be given to the other groups at the end of the unit on an all day field trip to the various sites being investigated.

Our intention was to provide students with some choice, thereby not forcing them to do any one thing. The choice was a two-level choice. Either the group could opt for use of the previously written assignments - the one given them or the one on the teacher's desk - or they could go through the work of writing up their own assignment. We saw several advantages to this approach:

1. At the very beginning, the group had to work out a fairly complicated decision which could involve bargaining among themselves and with other groups.

2. The group would be unable to say that they were forced to do any particular assignment. We hoped that they would have a sense of having chosen their particular assignment. Thus, we intended that the structure would lead each group to assume a measure of responsibility for their choices. (It is true that they weren't given the option of whether to do a Colonial Life assignment or not.)

<u>The Groups</u>

Social studies classes in the Hamilton-Wenham Regional High School are heterogeneously grouped and often contain students from grades 10, 11, and 12. In the Colonial History classes most students were 11th graders with a smattering of 10th and 12th graders.

We have come to learn that in most classes in the school, few students know even the names of everyone in their class let alone much else about them. For the most part, students tend to simply invest very little in each other's presence except perhaps for the small group with which they identify. This situation is one which allows stereotyping to grow and prosper. There is little in the structure of the situation which promotes the development of an atmosphere in which students relate humanly, individually, and respectfully with persons who differ or seem to differ from them.

It was our hope that the program we designed could serve to increase student interaction and to negate some of the rigid, almost defensive, stereotyping that seemed to exist. Thus, we rather carefully divided the class into groups of five or six students. The groups were selected to include members from divergent groups within the school. The intent was not to bring real antagonists together; our expectations were more realistic than that. Our intent was to allow each person to inter-relate in some new ways with some new persons.

It was in implementing these groups that we ran into our most unexpected reaction. After the teacher announced the groups to the class, the responses went something like this: "We want to work with our friends and we don't want to work with others."

The teacher responded to the students by saying that this was an American history class and that one of the operating values in American society was that people of various types could manage to work together and accomplish things. She went on to point out that no one said that you had to like everyone but that didn't mean that you couldn't work with different sorts of people - that out in the world after school people did have to work with people who weren't their friends - to which the class responded adamantly: "Look, that all may be true in the world outside of school, but we're in school and we want to work only with our friends."

Clearly this was a much stronger reaction than we had anticipated. We decided to respond to it strongly and positively and to avoid further verbal confrontation. We decided that our next move would be to put the students in some short, physically-oriented, problem-solving situations in a context far removed from history and from the conventional classroom scene.

As the Project staff had much experience as instructors within Outward Bound, we reached back to the kind of problems we had worked with there which were called "initiative tests". Initiative tests are group problems which demand that the groups work together intellectually and physically in order to solve them. The problems typically don't have readily apparent solutions. Many of the best of the problems call for physical contact (helping, holding, lifting, catching). In addition, the participants tend to enjoy the initiative tests. Finally, they give the group a common, enjoyable, comparatively intense base of experience from which they can discuss decision-making, leadership, male-female roles, student-faculty roles, responsibility to each other, etc. - all in a context which isn't really too serious because no one ought to take the whole thing too seriously.

Typically, the process gives a group which will be working together on some tougher, more complex problems a sense of their own competence, of their own approach to each other, and an enhanced sense of their own identity.

An example of one of the initiative tests which we have used was Reach For The Sky. *

Equipment:	a piece of chalk a wall approximately 20' - 30' high
The Group:	six to fifteen people
Directions:	The group is to make a mark on a wall as high as they can reach. They may climb up on each other. They have 8 or 10 minutes to make as many efforts as they want.

The collection of five initiative tests worked well. The students enjoyed their class period outside doing the problems. More importantly, they never again said or acted in a way which stated that they wouldn't work together in the groups as they had been assigned.

Week to Week Activities

The students were told that one day a week in class would be devoted to working on organizing the Colonial Life assignment; otherwise, the class would proceed as usual with a slight decline in the amount of homework expected.

The Colonial Life class time was set up so that the students could divide up into their various groups and discuss their activities. The teacher circulated among the groups asking each group to tell her what it had done and what they planned to do during the next week. The teacher also served as a resource person who identified potential problems and responded to specific questions. Finally, the teacher acted as a sounding board for ideas and as a responsive and interested person.

The teacher did not assume responsibility for making contacts, arranging transportation, etc. These were the responsibilities of each of the groups.

The Reports

Each group had a series of written, photographic, tape-recorded, artistic, etc. reports that were due on the same date. Without exception, each report came in on time. Certainly the students' awareness of the absoluteness of the deadline and the importance of the reports played a significant role in the success of the reports.

However, the fact that each group was responsible as a group for the quality and the promptness of the reports also played a role. Clearly, the groups applied some real pressure on some members of the groups to get their share of the work completed. This kind of group interaction differs remarkably from teacher/institutional pressure. In addition, it led various members of the group to take into account what they could reasonably expect from each other.

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* Readers interested in initiative tests should request a copy of "Initiative Tests and Other Activities" from Project Adventure, 775 Bay Road, Hamilton, Mass. 01936

This was not necessarily an easy task given the heterogeneous nature of the class. The groups which worked best were those which were conclusive and which applied positive, encouraging pressures on their less confident, less willing members.

The process of gaining the information was an important one and as can be expected, a lot happened - some expected, much of it not expected. Students found that it was surprisingly hard for a whole group to get free during school and immediately after school and so some groups used a Saturday morning. One group made all the plans to visit a museum in Salem, got there, and found that it was closed. Students were on a trip (on a rainy day) to a cemetery and lost their car keys. Other students were contacted by people who were hurt because the Historical Commission didn't see their houses as historically important. Everyone developed an appreciation for all the paper work that is involved in getting legitimately sprung from school grounds. Students found that there was much that they could laugh about in these adventures. They enjoyed engaging in the process of trying to top each other's stories.

Needless to say, a number of the groups were extremely pleased with their efforts. They were particularly pleased with their ability to discuss things with the teacher about which the teacher knew a great deal less than the students. Finally, the reports and the photographs/illustrations made some excellent display material for an in-class exhibit.

The Trip

The final activity of the unit was an all-day field trip which allowed all the students in a class to learn something about what the other students had been doing. The trip was arranged so that the bus traveled in a circuit which took the class to at least one geographical area - a cemetery, a house, a museum, a building, a field - which had served as a focal point for a group's activity. At each area the students were given a report by the members of the group whose work had been based around the specific area.

Students were asked to take notes, ask questions, etc. and they were told that on the following day there would be a short factual quiz on the materials covered in the reports.

We found that the trip was useful in several ways:

1. It provided a final unifying dimension to the unit, both academically and socially. Even the picnic lunch in a park along the way was a positive, enjoyable moment.

2. It provided the students with the necessity to put their collective learning into an oral report for themselves and their peers. This was not an easy task, for talking before a group doesn't come easily to many persons, particularly high school students.

3. It provided an opportunity for each of the participants to visit areas - some of them passed daily - and to learn about them in quite a different context.

Evaluation

The unit was evaluated at several levels in several ways.

The reports (written and oral) served as the most important measures. They were generally of good quality. Several were of exceptionally high quality; only one was of conspicuously poor quality. The Historical Society was pleased with the surveys of historical houses. The reports and the quizzes after the final trip indicated that the students had indeed learned something of significance about the life of the colonists and their view of the world. *

Students, in their responses on a final questionnaire which we administered, make the following observations:

1. Generally they responded favorably to the unit as a history unit.

2. Many stated that they were glad to have had the opportunity to work in groups with students they hadn't really known before.

3. Many recognized that they could have done a better job if they had gotten started early, been a bit more organized, and had a leader.

4. A significant minority felt that the unit was too time consuming and made unwarranted demands upon their non-history class time.

5. Several felt upset because a member of their group didn't do his fair share of the work.

We asked each member of each group to list the work his group did, to name every member of the group and to indicate the percentage of the work which each member did. We then had the members of the group share their answers with each other. In only one case were the results of a student's perception of his contribution way out of line with the other members of his group's perception of his contribution. Both staff and students felt that this exercise provided an important and needed objectivity to the process which they had just been through.

The teacher felt that the unit was successful at several additional levels. First, the unit provided her with a chance to learn from her students - about cemetery symbols, about colonial house design, about witchcraft, etc. This was a new role for her to play and one which allowed her to see that her role as teacher could best be thought of as a maximizer of learning and not as a conveyor of what she happened to know.

In addition, the teacher felt that the entire unit allowed her to come into significant contact with a number of students in ways which simply were unlikely in the conventional classroom situation. These contacts were important personally and also contributed positively to the creation of a positive learning climate within the classroom.

Finally, the teacher felt that the unit had taken place within the necessary limits of reasonableness of time, expense, and energy.

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* A copy of the evaluation sheet used is attached.

Some Final Thoughts

A teacher needs to be aware of certain dynamics that must be present if any program such as the Colonial Life unit is going to be successful. The presence or the lack of presence of any one of these can seriously impair the unit.

These dynamics include:

A High Level of Expectation - The teacher must convey to the students his perception of the importance of the unit and the need for it to be done well, fully, and on time.

A Clearly Informed Chain of Command - Department chairmen, principal, front office, and parents need to know that students will be asking to leave school grounds, may have a need to use the phone, will be getting in contact with members of the community, etc.

A Clear Sense of Limits - Limits of two kinds are involved in this sort of unit. First of all, the teacher needs to set a personal limit concerning his own role in each report. He can facilitate, ask questions, suggest ideas, and respond helpfully, but it is important that the success or failure of the report be the students' burden, not the teacher's.

Secondly, the teacher needs to set limits in terms of such things as expected procedures and behavior out of school. Our experience indicates that difficulties arise most often when the limitations put on a group are not clearly stated and understood well before a particular occasion.

A Sense of Fun - While there are a number of important and fundamentally serious aspects to a unit such as this one, it is important that the humorous situations which inevitably arise be enjoyed and taken in stride. Laughter and tales of "Guess what happened to us on the way to . . ." are a vital part of the experience and are a sure sign there is developing a healthy climate for learning and growth.

THE ASSIGNMENTS

Churches

Religion played an important role in the life of American colonists. This group is going to study the church history of Hamilton, Mass.

The group shall:

1. a. Visit and photograph (See Mr. McLoon for a camera) all the first churches in Hamilton.

   b. Were there any other congregations organized in this area which worshipped as a group, but whose place of worship isn't currently standing?

   c. Why were some groups more successful (in that they still exist) than others?

   d. Discuss the life within the colonial church. How was the church supported? What relationship did the church have to town government? How did the church members feel about non-church members?

2. Speak to the ministers of these churches and see if they can tell you about their early histories.

3. Investigate church records and see what they tell you about the early history of the church.

4. Prepare an extensive report covering:

   a. a description of some of the important events of these church's colonial history

   b. a description of the church's early leadership (i.e. ministers, important families among the leadership)

   c. Discuss in a group paper of several pages the powerful role of the ministers during the colonial period. Compare that role to that of the minister in today's society. How do you explain the difference? (You may find the local clergy helpful here.)

The Cemetery - Some Questions to Ask

Two Epitaphs: "Here lie I, Martin Eldinbrodde,
Ha' mercy on my soul, Lord God,
As I would do, were I Lord God,
And Thou were Martin Eldinbrodde."

"Lie heavy on him, earth! for he
Laid many a heavy load on thee."

Purpose:

The purpose of the following directions and questions is to give your group a structure which will enable it to find out as much as it can about the colonial way of life from an analysis of the evidence which that society left behind within its graveyards.

Your group, as it enters into the problem, may want to do some restructuring of its task. Clearly, the intent is to allow your group this freedom. However, please check out all significant changes with the teacher.

Initial Steps:

1. Locate two cemeteries (one in Hamilton or Wenham and one outside of the two towns) which have a significant number of gravestones from the colonial period.

2. Obtain permission to study these cemeteries. Be sure that you indicate that you will be respectful of the cemetery.

Some Activities/Questions:

1. a. Pick a significant section of the graveyard and map it. Indicate names, dates, ages, style of stone, inscriptions.

b. Have each member of your group draw an 8 1/2 x 11 sketch of a gravestone of his choice.

c. Have someone in your group take a roll of black and white film of the cemeteries and arrange a photographic display.

2. What can you learn about colonial life from the people's names? From their ages? Explain.

3. a. Trace a genealogy of a family which seems to occupy a prominent place in the graveyard.

b. Have each member of your group list his direct genealogy (i.e. parents, grandparents, etc.) back four generations. Of the people on that list who have died, locate their places of burial.

4. Did everybody who was buried in the colonial period get a gravesite? Who didn't and why?

5. List ten epitaphs found in the cemeteries. Which one do you like best? Why? Do the epitaphs tell you anything about colonial life?

6. What religious beliefs of the colonists are reflected in their cemeteries? How strongly do you feel these beliefs were held? Do you think most people today have religious beliefs that are as strongly held? Explain your answer.

7. Where did the stone for the gravestones come from? How were they shaped and inscribed?

8. Discuss in a three page group paper some of the significant differences between the colonists' lives and your lives as these differences are revealed in your study of the cemeteries.

House Survey

The Massachusetts Historical Commission is trying to compile an inventory of historical houses in Massachusetts. Mrs. Anne Ryder is in charge of surveying houses in the Hamilton area. Materials gathered on this project will be of important use to the Massachusetts Historical Society.

1. Contact Mrs. Anne Ryder (468-4603) and explain that your group will help her do surveys.

2. Meet with Mrs. Ryder so that she can explain the form, terminology and procedures necessary to survey houses.

3. The group shall survey a total of ten houses in this area. Mrs. Ryder knows the houses which need to be done. Try to ask the owners if they know any interesting anecdotes about the house or its original owners.

4. The group shall then meet and write a report including:

   a. the techniques of doing house surveys

   b. interesting stories about the houses and their original owners which the owners may have shared with you

   c. the value, if any, of the experience

5. Are the houses which have survived typical of the houses that were present in this area at that time? What can you find out about homes that were in Hamilton during the colonial period and haven't survived?

Salem

Many of the New England colonists turned to the sea for their livelihood. Some became prosperous merchants. Salem, Massachusetts is unique in that it still retains much of the flavor and physical appearance of these early shipping days.

The group shall:

1. a. Visit the Derby House on Derby St. in Salem. This house was built for Elias Hasket Derby and shows how a family that prospered in the West Indies and Mediterranean trade of the 17th and 18th centuries lived in late colonial times. The house was built in 1761-1762.

   b. Now that you know something of a successful merchant's life, can you find anything about the life of a common seaman and his family?

2. a. Visit the Pingree House built in 1804. The house is located on Essex St. in Salem. After the Revolution, Salem trade shifted from the West Indies and Mediterranean to the Orient. Many magnificent houses, including the Pingree House, were built by successful merchants and shipmasters at this time.

   b. How was the Pingree House built? What tools were used? What skills were needed? How much did it cost? Develop some illustrations showing how a house was built in the colonial era.

   c. From your investigation of Salem during this period, comment in a page or so on how democratic a community Salem was then.

3. Visit the Peabody Museum.

4. You should take a notebook when visiting the above sites in order to record your impressions.

5. After these visits, the group shall meet in order to write a report in which they recreate the shipping life in Salem during these early years.

Migration From the Area

A sign located on Bay Road in front of the Congregational Church reads:

December 3, 1787
The first covered wagon to
leave Mass. for the West
set forth from this spot
arriving the next spring in the
Northwest Territory and founding
Marietta, Ohio

This going to investigate this event.

The group shall:

1. List probable places to go for information.

2. Gather information from these places.

3. Write a report answering the following questions:

   a. Who were those people who left? - names, occupations, social standing, religion

   b. Why did they leave?

   c. What can you find out about their trip? - route, possible problems, etc.

   d. Did the trip and the experience in Marietta live up to the emigrants' expectations? Can you find if anyone returned from the area? Explain.

   e. Some people characterize people who leave an area as "cowards" because they're running from their problems. Others view them as immature dreamers. Others view them as admirable adventurers.

      (1) How do you view the migrants from what you've learned about them?

      (2) How would you be viewed if you went upon the modern day equivalent of their journey?

4. From any descriptions you may find, sketch the wagon used for this trip.

5. On a map of New England and Ohio, trace their route. Give the time it took to reach various points.

Indians in the Hamilton-Wenham Area During the Colonial Period

There are many stories about the relationship between the Indians and the white settlers. Some are probably truer than others. This group is to investigate the relationship between the Indians and the white men in Hamilton and Wenham during the Colonial period.

The group shall:

1. List possible places to go in order to obtain information on this subject.

2. Assign members to gather information from the places listed.

3. Gather as a group to share their information and prepare a report including the following:

   a. the areas in Hamilton and Wenham which the Indians used for

      - habitation
      - religious purposes
      - hunting, planting
      - other purposes

      The group should borrow a department camera from Mr. McLoon in order to photograph these areas.

   b. What impact did the settlers have upon the Indian's way of life? Comment on such things as

      - land use
      - religious beliefs
      - conflicts with other Indians
      - economic life
      - violence

   c. How did the white men view the Indians? Describe ways in which the presence of the Indians affected the colonists' way of life.

   d. After sharing information, the group should decide how to complete the following sentence:

      The relationship between the Indians and the white settlers in the Hamilton-Wenham area during the colonial period can be described as . . . . . .

   e. The group shall then list information to prove their statements.

   f. At the end of your report, make sure to include a bibliography in proper form.

EVALUATION

Please answer the following questions as accurately and completely as you can:

1. Who were the members of your group?

2. What was your group's topic?

3. List all of the work that your group did. (Work includes phone calls, arranging transportation, visiting museums, writing, drawing, etc.)

4. If all the work which the group did equals 100 units of work, assign a number to each member of the group which represents the amount of work he or she did. The total of the work assigned should equal 100.

   (Example: Work = 100; three students in group)

   Student A - 60
   Student B - 25
   Student C - 15
   100

Name	Number
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. Do you think that your group came to an increased understanding of some areas of colonial life? Explain briefly.

6. If your group were going to do the same assignment over again, how would you recommend they do things differently?

7. If you were the teacher of this course, would you assign a similar objective next year? Explain.

"DOING" THE HISTORY OF A SCHOOL: FRANCIS PARKER

The Francis W. Parker School, 330 Webster Street, Chicago, Illinois, 60614, was founded in 1901 as an outgrowth of the progressive education movement. Marie Kirchner Stone, who teaches at Parker, describes a project to write the school's history.

History is created, not born! Two summers ago, a small group of students and a teacher, in preparation for the Francis W. Parker School's celebration of seventy-five years of existence, began a search for its past. Our explorations began with the files in our Parker Alumni Office and piles of dusty documents in administration and teachers' offices. The dearth of materials amazed us. History of the founding years of the School we located at the Chicago Historical Society, some at the University of Chicago, and other important files of one of the famous founders, Anita McCormick Blaine, at the Madison Historical Society. The judgment of the four amateur researchers was that the Parker School had a semi-complete record from 1901-1930 but from that point forward, the record was extremely sketchy.

We asked ourselves the question, if we were to organize extant materials to frame a history, what was the substance of a school's history? What should we know? What could we know? Step one was to create a conceptual outline of materials appropriate to a school's history. After several drafts, the conceptual outline served as a working format and we began to collect and file data from all possible sources: administrative papers, newspapers, publications about and by the school, minutes from meetings, curriculum reports, lists of the students, the faculty, the committees. Concurrent with collecting and organizing data, we became quasi-archivists and kept a record of the present year. Since many historical documents were unidentified, our frustration nudged people to date and identify current documents, a small but important accomplishment for the history. By the end of the summer, several tasks were accomplished; a conceptual outline for organizing data, an accumulation of significant amounts of materials about the school, and a geographic location--an office to house the curriculum, with a curriculum book for each year from World War II to present. That fall our efforts saw results; new teachers utilized the history as a resource for developing their courses. Also, one student compiled a bibliography, Summary of the Contents of the Chicago Historical Society Collection of Historical Materials on the Francis W. Parker School as of January 1975, of data on the school available at the Chicago Historical Society, which was used by the debate team. The past was influencing the present.

While the organizational process was continuing, the next step was implemented. We created a time-line from 1901-1976, which we divided into several categories: (1) significant world and educational events, (2) major curricular innovations and changes, (3) school traditions, and a fourth component that included miscellaneous data about the institution--tuition, salaries, building plans, dress codes, and other potpourri about the lifestyle of the school. The time-line was crucial; catalytic; it combined chronology, concepts, people. We realized its usefulness and mustered all of the resources of the school to participate in its creation. Some parents researched the minutes of the Board of Trustees for significant data. An alumna created "a family tree" of all faculty, staff, students, and other personnel involved in the school. Students were each designated a location of the school and researched file cabinets that had the potential for containing significant data for the time-line. The search accelerated, the interest soared, and a first draft time-line on brown wrapping paper covered nine feet of the wall in the office where other historical data was stored. Each student committed himself to a certain location or for specified hours of work. Four more students joined in the research. Students and a few teachers met with "veteran faculty" to secure and double check data. The time-line process and product began to serve as an invaluable resource of chronology but

also as a vehicle that not only developed relationships between the generations but also clearly demonstrated the necessity of accuracy for precision. The time-line was history in the making at its best.

Educationally, the students were learning more than time-lines; they began to see the cause and effect relationship of ideas to each other and of people to ideas. From the vantage point of lay historians, the workers recognized the past as the foundation of the present; they had participated personally and now intellectually in the evolution of ideas. They were history and historians. The time-line, now in its final draft, is fashioned after Time Tables of History by Bernard Grun and will be a fold-out in the book we plan to publish in the fall of '76. The fold-out time-line excites us because it can be removed from the book and used as a visual device in a class room. The time-line sparked one parent's imagination to create a large graphic for the front hall of the school so that knowledge of Parker School's past serves as a viable force in the present day for students, staff and visitors.

Besides the conceptual outline, the classification of data, organization, the creation of a family tree, and the time-line, the fourth dimension of this pursuit into seventy-five years of history was to write articles, secondary sources for our history. In a twelve week elective course in that spring of 1975 entitled, "Informal Chronicle of the History of the Parker School," the students learned about progressive education, researched materials on a particular selected topic and made tapes for the history, studied primary documents on their chosen topics, and finally each wrote an article incorporating all of this data. Some wrote articles on a certain decade, others on a particular tradition in the school, still other young writers wrote the history of experiments in the school. Six months later, the students continue to find new data through research and interview and are still revising their articles. The Parker History is alive in the minds of these young students and being enlivened in those they pursue for data.

Other journalism and writing classes have also had their appetite whetted by the search. Students in an essay writing class were assigned to write an experience they had at Parker and then extend the personal experience into an historical frame of reference. Again history was alive. The children in Grades 3-6, under the aegis of a Lower School teacher, were asked to write about a personal experience that will become part of the Parker history. One Middle School teacher was so enthralled with the prospect of sharing in this history search that she is offering a three-week elective course in the History of Parker School for students from ages 12-14. Unanticipated by-products of our search are resulting: the editor of the current literary magazine presented old copies of the school magazine to the school to kindle the flame in authors for her magazine. New curriculum is now being presented with an historical frame of reference, what have we done with this "new topic" before. History has become the network off of which ventures are being bounced.

The aim, to make history living, has already been achieved, but the ultimate aim of this educational project is to publish a book whose purpose is "to inform the present of the past--the past of the present to instruct the future." The students from the twelve week course comprise the enthusiastic nucleus of an Editorial Board that involves members from the entire Parker Community--new and old Faculty members, parents, alumni, and professionals--who act as resources and consultants for the publication. The goal of the book is to tell the story of seventy-five years of the school by presenting all facets of life in the institution. The book will be organized according to the 1912 philosophy statement. Not only does it include articles authored by students, but also invitational articles authored by adults especially qualified on given topics such as the "Eight Year Study in Education in the 1930's," "Educational and Financial Issues of the Board of Trustees," "The Development of the Middle School," "The Educational Experiments of the Sixties." Invitations were also sent to qualified alumni to write about renowned teachers who were luminaries in the Parker educational system. To illustrate the evolution of educational ideas in the school, an underlying

theme contrasts "past-present" or "then-now," through new and old photographs that visualize our story. Another category of the publication, like the time-line, physicalizes the history through memorabilia, graphs, organizational charts, the Parker family tree, reprints of old report cards, blue prints and a variety of exciting materials. Primary documents constitute another component of the text. But because schools are about people more than about ideas, we are "mortising in" a series of vignettes throughout the text. These short paragraphs of 25-100 words capture an experience about teaching or learning at Parker from a graduate of each year 1901-1976. On a more esoteric level, we also have aspirations of showing the Parker School's influence on other schools and have therefore invited educators who have fashioned schools on the Parker model to describe them. The students, teachers, and Editorial Board meet monthly to advance the publication of this record of the Parker past and present. It is our hope that the book constitutes a first step in a series with subsequent publications like Parker History II, Parker History III. Hopefully no one will again wait for seventy-five years.

The educational project is working, history is alive, the students have become researchers, interviewers, archivists and if we achieve the goal a first book--the cost has already been underwritten--will be published and 5,000 copies distributed at the birthday celebration of the Parker School in October 1976. The historical process is a re-birth, a living vital thrust that is shaping the involved individuals and the collective force of the community.

COMMUNITY HISTORY:

THE FOXFIRE PROJECT

The following notices of Foxfire project publications are taken from EXCHANGE, a bi-monthly bulletin for exchange of information among teachers and students producing Foxfire-type publications. EXCHANGE is published by IDEAS, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036, and is available for $3.00 a year subscription price. There are now 45 Foxfire projects nationwide.

GOLDEN HINDESIGHT (Spring, 1975), put together by sixth graders, begins with a history of the community (San Anselmo, California). A series of interviews focuses on the stories of Sir Francis Drake's landing, and of his artifacts which have been found in the area. Also featured is the history of the school district. (Wade Thomas Elementary School, Ross at Kensington, San Anselmo, California 94960)

SWEET BESS (Spring/Summer, 1975) introduces its first issue with stories about the three floods that have changed the land and lives in Caldwell County, North Carolina. Two plantations are visited. Pictures are included, along with a history of the houses and their owners. A variety of other articles include information about quilting, sawmilling, courting customs, soap making, and the making of gun stocks. This issue finishes with a history of General Lenoir, after whom Lenoir, North Carolina was named. (106 Willow Street, S.W., Lenoir, North Carolina 28645)

BITTERSWEET's Volume III, Number 1 (Fall, 1975) focuses on the history of churches in the area, including brush arbor meetings (religious services held outdoors under brush arbor shelters). This issue also contains customs surrounding sickness and death, a walk through old cemetaries, and an interview with Ashford Hough, who has been singing at funerals for over 65 years. (Lebanon High School, 777 Brice Street, Lebanon, Missouri 65536)

SPARROWHAWK (Fall, 1975) opens its first issue with a history of Bibb County, Alabama. A visit to the Tannehill Park features furnaces used for making iron for the Confederacy. A central article shows the process of making sorghum, a rich syrup made from ground cane. This issue concludes with three essays about the tornado of 1973, written two years ago by current staff members. They hope for this to be the beginning of a special issue on the tornado. (Bibb County Junior High, 335 Walnut Street, Centerville, Alabama 35042)

FAMILY BIOGRAPHY: A GUIDE TO RESOURCES

Kirk Jeffrey
Department of History
Carleton College

A number of American history instructors in secondary schools, community colleges, and four-year colleges and universities have recently begun employing family biography assignments with their students. While it can be adapted in many ways to suit different instructional aims, the basic idea is to ask the student to investigate the history of his or her own family.

The claims made for student family biography have been various and perhaps extravagant, and the present writer has been as guilty in this respect as others. Three claims seem to recur among teachers who have tried the assignment: first, that the assignment enlivens the study of history by enabling students to work with real human beings and study social processes in microcosm; second, that it introduces students to some of the real problems which working historians face; and third, that the project--if effectively managed--can serve the local community in which a school is located and the larger community of American historians by promoting widespread interest in community history and in the preservation of the historical record.

For the most part, students who undertake a family biography project will be confined to the experience of the family in the twentieth century. Occasionally diaries, letters, or published genealogies permit an undergraduate to push back as far as the earliest years of colonial settlement. But most students will discover that capturing something of the lives of ancestors two or three generations back can be a sufficiently difficult challenge--especially if the project must be brought to completion in a single academic term.

Hence the family biography assignment will normally be an inquiry into what we often call "recent" American history. But what seems recent to the professional historian may be totally outside the range of experience of the student. (This year's freshmen were born around 1956.) He or she may encounter all the challenges which the professional scholar meets in studying societies much farther removed: challenges arising from the need to immerse oneself in a different way of life with different values, routines, vocabularies, and concerns. To fight though to a richer and more sympathetic understanding of a grandfather's life can become, for a college student, a major intellectual victory.

I have sensed that kind of triumph in some of my students' papers at Carleton College. I think of the young man from a Chicago suburb who described the family crisis which arose half a century ago when another young man in this German Jewish family became engaged to a Russian Jewish girl who had only recently arrived in the United States. And I think of another student who used a farm wife's diary and some bleak photographs of a sod house to reconstruct the daily routines of life on her great-grandparents' homestead on the Nebraska plains.

Several articles and other instructional resources exist which in sum can help instructors anticipate the specific benefits and drawbacks of family biography assignments. These resources are listed in the Appendix to the present article. The Appendix also presents specific family biography assignments which have been used in actual teaching situations. In what follows, I want to offer a few suggestions on adapting the basic idea to specific courses. I shall also discuss the project's use as "grass roots" history, and I shall consider one problem--that of preserving confidentiality--which has not yet received sufficent attention. Thus the present article may be read as a supplement to earlier "how to" articles by Culbert and Jeffrey and to the guidelines of the Anonymous Families History Project. The distinctive feature of this presentation, I hope, will be its detailed listing of materials in the Appendix.

ADAPTING THE BASIC IDEA

Family biography is neither genealogy nor autobiography but social history in microcosm. The basic notion of asking the student to work on some aspect of the history of his/her own family can be adapted readily to suit the specific needs of a variety of U.S. history courses. For novices, the instructor might restrict the scope of the project to, say, the biography of a grandparent (see Appendix, Part I); experienced history students would be asked to try something more demanding, such as tracing two or three generations of their family's history and interpreting it in light of some theme such as ethnicity and assimilation. Topical courses could employ the assignment too, for students can relate their family's experience to some larger social problem (such as the status of women) or event (such as the Great Depression) that constitutes the subject of the course. Entire seminars have been organized around family biography research, with students simultaneously working on their own families and reading extensively on the history of the local community (if all hail from the same place) or on the history of the family as an institution in American society.

As these suggestions indicate, the family may be treated as an institution whose internal structure and processes are interesting in their own right, or as an entity affected by and embodying larger social processes and trends. This is certainly not a hard-and-fast distinction but a matter of practical emphasis. Papers focusing on child nurture or role relationships fall into the first category; those which discuss migration, family members' educational and employment experiences, or ethnic assimilation fall into the second. Another useful distinction, familiar to historians and applicable here, would be between synchronic or "snapshot" approaches and diachronic or "change over time" approaches. Students might wish to portray their families at some given moment or over some very short interval of the past; alternatively, they could trace some theme over its history for two or three generations.

No student, given the limits of his or her own experience in research, the fragmentary nature of the record, and the pressures of time, will be able to go much beyond a preliminary foray into the family's history. But even a tentative effort may be as worthwhile as a more polished, but

less ambitious paper of the conventional sort. The attempt may encourage the student and his or her family to carry on with the effort after the particular course has ended. An instructor's main responsibility would be to ensure that the student, in preliminary efforts, is getting beyond mere genealogy, and that he or she has some sense of the kinds of questions which might be put to family members and family documents.

COMMUNITY PROGRAMS IN FAMILY BIOGRAPHY

Not content to limit family biography assignments to undergraduates in a U.S. history survey course, several instructors have recently begun to explore the idea of sustained, cooperative efforts involving their institutions and the surrounding communities (Appendix, Part III). They hope to establish programs through which adult residents might get instruction in how to carry out family biography research; and they are already, in some cases, establishing archives to house family history materials as well as other records from the locality. Some have explicitly seen their efforts as responses to their mandate, as teachers at public institutions, to serve the local community.

It is too early to tell whether such programs will get off the ground, though archives are established and thriving in Louisiana, Ohio, and elsewhere. The same kinds of pay-offs and problems which can arise when dealing through undergraduate students with individual families can be anticipated in dealing with communities through more ambitious family biography programs. While such programs strike me as an exciting idea, there also lurks the potentiality for some serious conflicts which could damage rather than promote town-gown relations and the community interest in local and family history. The instructor in charge of a large-scale research effort into grass-roots history has an interest in ensuring the uniform high quality of papers produced under his or her supervision, and in preserving all the findings. But both goals can easily come into conflict with the desires of residents for safe, filiopietistic history and for privacy. Clearly, the greatest caution and sensitivity is called for. Instructors should probably gain experience through regular classroom use of the family biography project before venturing further, and they should thoroughly explore its implications with local archivists.

David E. Kyvig, a historian and archivist at the University of Akron, has established one such family biography archive. While he predicts that archivists will find family biography materials attractive since they usually deal with recent times, he warns that archivists and program directors must actively seek to ensure the high quality of materials received. Thus the gathering of records for storage is closely linked to the quality and detail of the directions given to grass-roots family researchers; <u>directing</u> family-biography projects and <u>housing</u> the papers cannot be separated. Kyvig also warns that the "creation and subsequent collection for scholarly use of family biographies raises some fundamental and difficult questions about privacy, the freedom from unreasonable intrusion, the seclusion from public view, which our society continues to regard as an essential individual right." Many family members will feel that information and interpretations contained in student-written papers ought not to be made available to the public indiscriminately. But bowdlerized biographies are worse than useless

for later scholars. Kyvig rightly insists that all potential donors be given clear assurance that their privacy will be guaranteed through limited access to family-biography collections, stipulations that scholars not refer to individual families by name, and similar safeguards. He also urges all archivists to have a formal instrument of gift drawn up for every family biography deposited.

Since instructors and students have shown themselves to be so enthusiastic about family biography, there is now a definite need for some publication incorporating all the various guidelines and "how-to-do-it" suggestions which individuals have often painfully worked out on their own. Such a publication, perhaps in pamphlet form, ought to contain a fairly detailed questionnaire for students to use or adapt in their own research efforts--a questionnaire which would promote the comparability of student papers from different localities. Any such questionnaire, to be used all over the country, ought to be formulated by social historians with an interest in family processes over time. While the guidelines of the Anonymous Families History Project (Appendix, Part III) are the closest thing to such a publication, they are not widely publicized and seem oriented more to undergraduate use than to the needs of older, non-student family biographers.

Kyvig's warnings point up the chancey character of the idea of preserving family biography papers in some archive. Doing so might have a tremendous payoff for local historians and social historians generally, if the quality of the papers is high. But despite their undeniable utility in teaching, there seems some possibility that student-written papers would vary too greatly in scope and quality to be of much use to scholars. Yet the founders of the Anonymous Families History Project, fully aware of the danger, argue that all sources of a personal nature vary tremendously in quality. Their advice is that for now, housing student papers seems worth the try. Here, as throughout the present discussion, my main point has been that the interested teacher or archivist would do well to think through the plan carefully and become acquainted with guidelines, articles, and other materials on the subject quite thoroughly before proceeding.

APPENDIX

I. "Grandfather Essay" assignment, History 101, Washington University (reprinted courtesy of Professor Peter Riesenberg)

History 101 is a year-long survey of Western Civilization. The following assignment (version of 1971-72) was given out to students at Thanksgiving, with the paper due-date a week after spring vacation.

WASHINGTON UNIVERSITY
DEPARTMENT OF HISTORY

TO: All Students in History 101-"Western Civ"

FROM: Peter Riesenberg

By now you have some idea of what history is and how the historian operates. In various essays you have experimented with several techniques of the historian's craft, and in the lectures and textbooks you have learned to appreciate men in relation to the great currents of their age. Now we want you to write history--out of your research into the history of your family. Due the week after Easter vacation is a biography of one grandparent or some other relative of a past generation with a story to tell. It should be about 10 pages in length. The assignment is given in the hope that you will start to ask questions and compile notes now, during the Christmas vacation and the period between semesters. (The number of short essays required during the second semester will be reduced.) Experience last year suggests that you will benefit from a conference with your discussion leader as soon as you have some material in hand. With respect to sources from your essay: some will have a family Bible and "archives" from which to work; others will have to rely on interviews with their 'subjects' or those who have memories of them. For the benefit of the discussion leader who will read the biographies it would be wise to write a final paragraph on the nature of your sources and the critical methodology used in approaching them.

We are not interested in granddaddy as the "most unforgettable character I've ever met." We are interested in him as immigrant, farmer changed into urban dweller, victim or beneficiary of the Depression, etc. The assumption is that you know enough about major world changes over the last 75 years to ask important questions about "real" people in relation to those changes. (If you don't, then this assignment will force you into some profitable research, into what educational theoreticians today call "learning by process of inquiry.")

This essay is not an attempt to invade your privacy. It is an attempt to get you to ask discriminating questions about people and their society in times relatively close to you.

By now you know that some facts are more important than other facts, that some movements are more crucial than others. You know that some words are clearer than others and that good style often reflects clarity of thought. We do not expect these essays to be minor masterpieces of historical precision and prose. We hope that they will reflect industry, thoughtfulness, and care for literary grace.

It may be that some of you will have great difficulty in selecting a proper biographical subject. In such a case you may prefer to do a biographical research paper on a more traditional, more famous subject.

You may do this if, in the opinion of your current discussion leader, your reasons for not choosing a family subject are good ones. And the discussion leader will have to approve your choice of historical personality.

The words of advice that follow are those of an experienced graduate student who has read many grandfather essays.

Experience shows that these essays tend to suffer from a number of common errors. These errors might be avoided if the following points are kept in mind:

1. Choose the best possible subject. Ask yourself what makes a person useful to the historian. Historians do not necessarily write about their favorite people, nor do they always assume that a live historical character will be the best historical character.

2. Be selective about the information you include. No historian ever writes everything he knows. Why not? Ask yourself why an historian who knows ten things about his subject might write down only three of those things. How does the historian decide which three items to include?

3. Remember the possible bias of your sources. It is worth discussing.

4. Find an historical vantage point. You are not out to castigate the czar--he has already fallen. Nor need you write in the tradition of Horation Alger.

5. Analyze. Your instructor will not be generous enough to read understanding into your facts, nor will your facts speak for themselves. Even if facts were capable of this sort of communication, instructors reading grandfather papers are deaf.

6. In short, remember that the worst possible comment you can receive for your efforts is "so what?"

II. Family Biography Assignment, History 5, University of Missouri at St. Louis (reprinted courtesy of Professor Howard Miller and other members of the American History faculty)

History 5 is a one-semester survey of American Civilization. A topical approach is used; topics covered in Fall 1973 (the term in which this paper assignment was used) included: Outsiders; Growing Up in America; Equality in America; America in Fact and Fiction; Dimensions of Dissent; American History through the Arts; As Others See Us: America Through Foreign Eyes. A different member of the staff was responsible for each unit. For further information about this course and the general philosophy of the History Department at the University of Missouri-St. Louis see AHA Newsletter, 12 (September 1974), 4.

American Civilization

Four Generations; A Social History

of an American Family

Why?

Every day the older members of your family are slipping quietly out of your life, taking with them a valuable and often irrecoverable record of your roots and your culture. If this heritage is to be saved at all it must be recorded now. Since you have the best access to the information, you are the most logical person to record it. In the process you are very likely to learn things about yourself that you otherwise will never know.

Moreover, a family history will give you an opportunity to penetrate the lifeless abstractions of textbook history, and to discover the richness and variety of human experience that lies behind them. You will find that "history" is more than battles and treaties, great men and "significant" events. History has happened to all of us. The amount of information you can gather on four generations (or as far back as memory and record will permit) will be small enough to be manageable, yet large enough to provide a basis for worchwhile generalizations about the history of American life.

The object is neither genealogy (tracing all the branches of the family tree), nor autobiography (making yourself the measure of all things). It is instead an exploration into the social history of ordinary people, an attempt to understand the ways one family has reacted with the larger society over time. This involves both the internal experience of the family itself, and the historical context of that experience. Below are some suggestions for investigating each.

When?

The final paper is due, in class, on December 5. It will be typed and proofread and will not exceed 4000 words. It will include a brief bibliographical essay evaluating the sources you used. No late papers will be accepted.

During the weeks beginning October 1, you and your instructor will meet for an individual conference. On November 7, you will present a family tree and a brief written outline stating the theme or themes you hope to develop, and how you intend to develop them. Your instructor will offer suggestions, and the two of you will work out an outline for the final version.

How?

A. Internal Family History. Although each individual's research will vary in details, everyone can begin by collecting some basic information:

1. Genealogy. A family tree is a useful device for keeping generations and relationships straight. A model chart is attached. Get a big piece of poster paper and make your own to fit your needs. Remember to provide enough space for all members of the family (brothers and sisters, uncles and cousins, etc.)

2. Demography. A model data sheet is attached, listing some obvious but vital information you should try to obtain on each family member. Make copies of this sheet, or devise a better one yourself. Use a separate sheet for each individual.

While you are gathering this basic information, try to get some sense of the family's lifestyle over time. The following leading questions may help you to structure your research:

a. Spatial Relationships

Did the family tend to live in houses or apartments? Did family members other than parents and children live in the same household, in the same building, along the same street, in the same neighborhood or community?

Did married children continue to live in the parents' household? Did aged parents live with their children, in their own dwellings, in retirement homes, etc.?

What was the family's relationship to the land? Were they rural or urban, and by preference or necessity? Did they value open space, enjoy farming or gardening, camping, hunting, fishing, etc.?

How did the family organize its living space? Who slept in what room? How was "living" and "working" space divided? How crowded was the household?

Did friends, boarders, servants, or other unrelated persons live in the household?

b. Family Organization and Activity

How did family members spend their time? Were "home" and "job" separate spheres, or did they overlap? Did the family take vacations? If so, did they travel?

Who visited whom, how often, and over what periods of time?

Did the family hold celebrations, reunions, etc.? Where were they held, how often, and who organized them? How were weddings, baptisms, funerals, and other ceremonies held? Who attended?

c. Decision Making and Status

How were key decisions (such as moving, marriage, schooling, occupational choice, approval of marriage) made? How were decisions about routine family matters (such as budget, housekeeping, etc.) made?

Who disciplined the children, and by what means?

Aside from parents, what other adults (e.g., grandparents) participated in rearing the children?

What types of conflicts occurred in the family, and how were they resolved?

Have there been "skeletons" in the family closet? How were they treated, and by whom? Why were they ostracized?

How were family members ranked (by sex, age, ability, occupation, success, etc.) in terms of their privileges and responsibilities?

What were the sitting arrangements during meals? Did individuals have customary or assigned places at the table? If the table had a "head," who sat there?

d. Responsibility, Career, and Opportunity

At what age did sons and daughters leave home to embark on their own careers? Did parents help children establish themselves in school, business, etc.?

Did mature children help support their aging parents?

Who cared for sick or dependent family members?

Did sons tend to follow their fathers' occupations? Did grandparents influence the occupational choices of their grandchildren?

What criteria and priorities did the family assign for "success" (financial, occupational, residential, academic,

"good marriages," etc.).

e. The Life Cycle

Did the age of marriage and average family size remain stable over time, or did they change?

How were pregnancies spaced over time? Was parenthood planned?

How were babies treated? Up to what age was a child regarded as a "child?" Was "adolescence" recognized as a special stage of life?

At what age was a young person expected to assume adult responsibilities? Was the age the same for sons and daughters?

What was the family's attitude toward its aged members?

3. Sources of Information for Internal Family History

a. Oral History. Talk with parents, relatives, knowledgeable friends and neighbors. Remember that memory is tricky, and that people's perceptions of the same objective event may vary. Whenever possible, verify an oral account with another source. Remember, too, that you may accidently touch on painful memories and incidents your family would like to forget. Be sensitive and considerate--but also be persistent. Use a tape recorder whenever possible, but only with your informant's prior consent, and only if the individual appears comfortable in the presence of a microphone. Mrs. Irene Cortinovis of the UMSL Archives can give you valuable advice on interviewing techniques, and also has a limited number of tape recorders you may borrow. The Archives is located in the Library, Level 2; the phone is 453-5143.

b. Family Records. Letters, diaries, photographs, birth, marriage, and death notices, newspaper clippings and scrapbooks, wills, family Bibles, etc.

c. Institutional Records. Records of organizations for which family members worked or to which they belonged; parish records; tax records and naturalization papers filed in the Circuit Clerk's Office, Municipal Courts Building, St. Louis.

d. City Directories. Extremely valuable for determining place of residence, occupation, age, marital status, number, age, sex of children, for plotting migration

patterns, etc. Extensive files for St. Louis are in the Reference Library at City Hall, Washington University Library, the Missouri Historical Society, and the Mercantile Library (see below) have large holdings. For directories other than St. Louis, see your instructor.

e. U.S. Census Data. Detailed federal Census data on family Members may be available. See your instructor.

f. Material Culture. Don't overlook houses and their contents, family heirlooms, architecture, the "look" and "feel" of a neighborhood.

g. St. Louis Genealogical Society. A small, private organization of genealogists, headquartered in Suite 268, 1617 South Brentwood Boulevard. The St.LGS has a substantial Library, access to census records, and collective expertise. If you want help from the St.LGS don't merely barge in. Do your homework, formulate some specific questions, and call ahead.

h. Mormom Genealogy. For its own theological purposes, the Church of Jesus Christ of Latter-Day Saints (the Mormon Church) is carrying on the most extensive and systematic genealogical research program in the world. Literally millions of documents are available on microfilm. See your instructor if you want to pursue this resource.

Final Suggestions

Don't be intimidated by all the bibliography listed above. Most of it will be irrelevant to your particular project. It is offered to save you some time, and to give you a hint of the variety of resources available.

It should also underscore the necessity for comparative research in writing family histories. Unless you can compare your family's experience with that of others (even if superficially), you will be unable to distinguish the typical from the unique, the routine from the novel, the significant from the trivial. Without some larger framework for comparison and analysis, your data may well be "interesting, but it will be useless."

It can and should be useful. A family history need not be merely another tedious "term paper." It can be a vital part of the long process of finding out who you are.

III. Plan for a Community-Education Course "Preparing Your Family History" at Illinois Central College, East Peoria, Illinois (reprinted courtesy of Professor Robert W. Ryan).

Hist. 011 Preparing Your Family History

Sixteen two-hour sessions or equivalent 2 S.H.E.

This course is designed to familarize the student with the historical forces that have shaped his immediate family circumstances. The student, by researching family records, interviewing individuals, and analyzing the information will be able to better understand his own family's development. The course will provide essential direction in the pursuits of researching and writing a family history and is largely an independent research project. The student may desire to utilize the course in preparation for the writing of a more extensive family genealogy.

Format of the Proposed Course

1. The course would be offered primarily as a leisure-hobby time course of two credit hours equivalency.

2. The class would be principally an individual research oriented course. There would be two class meetings at the beginning of the semester to distribute course materials, and explain the nature of the class. Such things as research techniques, available sources, and potential problems encountered in the family history project would be considered. A session at midterm would be essential to determine progress to that point. Also three sessions at the end of the semester where individual projects could be summarized, discussions held, and a general determination of the benefits of the course could be made. The instructors of the family history course would maintain clearly defined office hours or home phone times where students might call to receive help. This would be an essential ingredient to the success of the project and would emphasize the individualized nature of the course.

3. The course would be taught by a team of history teachers, Mrs. Doris Stone and Mr. Bob Ryan. This would facilitate the study because the backgrounds of the individuals are in American and European History respectively. So questions relating to political, economic, or social factors effecting a particular student's family circumstances could potentially draw upon the backgrounds of both instructors.

4. The course would be offered one time in the fall of 1974 in an evening session. The class estimates would fall within the range of twenty to thirty students. But the special interest nature of the course, plus the relative novelty of the concept of family history could reduce these estimates at the outset.

5. As far as staff cost is concerned, this should create no particular problem since the course could be fitted into the schedules of current history staff. Room space, due to the limited number of sessions, would be no special problem. No additional equipment would be needed beyond packets of information and student forms which would be no more than

paper costs for other courses.

6. It is doubtful that other divisions might be affected one way or another. It is expected that most people who would take the course would do so to satisfy a special interest. Perhaps non-credit areas of course offerings from various divisions might suffer competition but this is doubtful.

7. One other point should be stressed concerning the format of the proposed Preparing Your Family History course. The course is not a class in genealogy or finding the roots and branches of your family tree. A Genealogical Society has been formed in the Peoria Area recently and the president of the organization has expressed interest in a Preparing Your Family History course. Any student who would be interested in researching his family roots beyond his grandparents would be channeled in that direction by the course instructors. But given the time factor and the relatively specialized nature of genealogical study, no adequate genalogical study course could possibly be developed in one semester.

General Objectives of the Course

1. The course would acquaint the student with his family history from his grandparents to the present. This would aid him in the identification of the personal, social, and economic factors that have contributed to his personal historical development.

2. The course would enable the student to utilize the proper methodology of the historian to discover and reconstruct an accurate picture of his immediate family past. The investigation of original sources, (diaries, deeds, family bibles) interviews with older family members, talks with family friends, and perhaps vists to places that have meaning to the family would prove invaluable in understanding historical methodology.

3. Perhaps one of the failings of traditional history has been... too much reliance upon efforts to reconstruct cause and effect relationships based upon broad concepts and generalizations about a particular historical epoch. By studying a specific area of one's family history, the student would see both specific and broad-ranged factors effecting family decisions made by parents and grandparents.

4. The course would enable a student to practically apply knowledge and skills learned in other history classes to his family circumstance. This would encourage the concept of "relevancy" in the study of history.

5. Surely the course, despite its credit-equivalency nature, would sharpen both writing and interpretive skills.

6. Another objective would be to establish the idea of history as being just plain "fun." Many people read history and study history because it's about people; who are more interesting people than one's family?

Rationale

As a result of professional journal articles and attendance at professional conferences, the idea of a family history study has germinated within the history staff at Illinois Central College. Given a proper germination period and having been cultivated by history staff members, the following factors have emerged as rationale for a family history course.

1. One significant factor in considering the implementation of a family history course is the declining enrollment situation in current history course offerings. It is hoped that the family history course will meet a student need not realized by current offerings.

2. The family history course would be both a special interest and valid academic course that would seek to personalize the study of the past. Students would by necessity deal with material on the basis of accepted historical methodology--researching, analyzing, sifting data--in order to construct a clear picture of their family history against the backdrop of current historical forces.

3. An attempt would be made (with the appropriate cooperation of the Illinois Central College library) to have the family history projects housed at Illinois Central College. Over the long term, the College could become a repository for such data that could be of interest to a variety of individuals.

4. Implicit within the family history concept is the belief in the dignity of all men, no matter their status and position in society. By seeking the roots of the individuals' heritage, the broad-ranged purposes and objectives of education can partially be realized. This may appear to be a gradiose objective--but a valid one nonetheless.

5. With the Bicentennial celebration, the efforts to reconstruct the roots of America's past are going to be even more pronounced. What better way of interesting people in the roots of their heritage than a family history project? This type of course, properly planned and implemented, should put Illinois Central College in the forefront of a local study movement that will accelerate with the Bicentennial.

IV. Bibliography

A. Guidelines for Family Biography

The coordinators of the Anonymous Families History Project, Richard D. Brown and Tamara K. Hareven, have prepared "Writing the Social History of One's Family: Revised Guidelines for Faculty Members and Students" (Summer 1973). The "Guidelines" contain specific questions which students might use in interviewing relatives, instructions on conducting such interviews by Ronald J. Grele of the Ford Foundation Oral History Project, a bibliography and sample forms for recording family data, and information about the archive of the Project. For copies write Anonymous Families History Project, Department of History, Clark University, Worcester, MA. 01610.

David H. Culbert, "Undergraduates as Historians: Family History Projects Add Meaning to an Introductory Survey", The History Teacher, 7 (November 1973), 7-17, provides specific advice based on the author's experience with students at Louisiana State University, and reprints his own set of instructions. The article is also available as a reprint from The History Teacher, California State University at Long Beach, Long Beach, CA. 90840.

Kirk Jeffrey, "Write a History of Your Own Family," The History Teacher, 7 (May 1974), 365-73, supplements Culbert's discussion. See also John E. Brown, "Writing One's Family History," Community College Social Science Quarterly, 4 (Spring 1974), 12-17, and Culbert's "Family History Projects: The Scholarly Value of the Informal Sample," American Archivist, 38 (October 1975), 533-41.

David Kyvig, "Family History: New Opportunities for Achivists", American Archivist, 38 (October 1975), 509-19, thoroughly considers the procedures for setting up a family-biography archive. See also the same author's "Family History Movement Gains Foothold in Ohio," Ohio Archivist, 5 (Spring 1974), 8-9.

Jim Watts and Allen F. Davis, Generations: Your Family in Modern American History (New York: Knopf, 1974) is a reader with family biography assignments and detailed notes on "how to do it." Successive chapters focus on youth in the present, the great migrations to the United States, the Depression, and World War II. Each chapter uses selections from autobiographies, journalistic accounts, and other sources to suggest how ordinary people have experienced these great events. For each chapter there is an accompanying assignment in family biography. An instructor's manual with bibliography accompanies Generations. Though it is perhaps oriented too heavily toward first-generation college students who are suspicious of traditional historical study, the book is certain to prove stimulating to both students and their instructors.

B. Biographies of Notable American Families

Historians have often used the biographical approach in writing about eminent families in politics or business over two or more generations. Such studies can reveal much about the way kinship ties have operated to facilitate commercial bonds or political alliances, and can show how successive generations of a single family were socialized into acceptance of the family identity and

purpose and how they in turn responded to new challenges in the non-familial environment. The approach has been adapted for teaching: at the University of Iowa, Linda K. Kerber conducts a seminar on "The Revolutionary Generation;" students study leading revolutionary families (Otis, Adams, Quincy, etc.) and their "post-revolutionary" sons and daughters.

Most family biography studies have focused on the colonial era; some carry the story of the family well into the nineteenth century. See, e.g., William T. Baxter, The House of Hancock: Business in Boston, 1724-1776 (Cambridge, 1945); Richard S. Dunn, Puritans and Yankees: The Winthrop Dynasty of New England, 1639-1717 (Princeton, 1962); James B. Hedges, The Browns of Providence Plantations (2 vols.; Cambridge, 1952-68), which extends through the nineteenth century; Alice P. Kenney, The Gansevoorts of Albany: Dutch Patricians in the Upper Hudson Valley (Syracuse, 1969), which spans the era from the 1690's to the 1870's; Aubrey C. Land, The Dulaneys of Maryland (Baltimore, 1955); Kenneth W. Porter, The Jacksons and the Lees: Two Generations of Massachusetts Merchants, 1765-1844 (2 vols,; Cambridge, 1937); Paul A. W. Wallace, The Muhlenbergs of Pennsylvania (Philadelphia, 1950); John J. Waters, Jr., The Otis Family in Provincial and Revolutionary Massachusetts (Chapel Hill, 1968); and Philip L. White, The Beekmans of New York in Politics and Commerce, 1647-1877 (New York 1956).

Studies beginning with nineteenth century families and often moving into the twentieth century include James P. Baughman, The Mallorys of Mystic: Six Generations in American Maritime Enterprise (Middletown, Conn., 1972), a study of a shipping family from the 1820's to the 1950's; Eugene Exman, The Brothers Harper (New York 1965), a biography of the founders of the publishing house; Robert Manson Myers, The Children of Pride: A True Story of Georgia and the Civil War (New Haven 1972), an immense book tracing a Georgia family through the Civil War and its aftermath; and Robert Seager, II, And Tyler Too: A Biography of John and Julia Gardiner Tyler (New York 1963).

Three items merit special mention. Richard D. Brown, "Two Baltic Families Who Came to America: The Jacobsons and the Kruskals, 1870-1970," American-Jewish Archives, 24 (April, 1972), 39-93, is a biography of his own family written by a co-founder of the Anonymous Families History Project. It relies on interviews of relatives and is the only published example of a family biography which students can use as a practical model.

Alex Haley, "My Furthest-Back Person: 'The African,' "New York Times Magazine, July 16, 1972, 13 ff., (reprinted in Watts & Davis, Generations) describes Haley's extraordinary effort to trace his family back through slavery days to Africa, whence an ancestor was transported to the colonies in 1767. A book-length version of the same story will be published shortly.

James R. McGovern, Yankee Family: A Social History (Cottonport, La., 1975) traces two new England families from the 1630's to the 1920's using a wealth of family letters, diaries, and other sources. The most recent family biography, it was written by an historian informed by the specific perspectives of the new social history of the family.

C. Scholarly Writings in the Field of American Family History

Instructors may want to acquaint themselves and perhaps their students with

some of the concepts, methods, and interpretations developed by historians of the American family. Doing so would be especially useful for those developing instructional packages emphasizing the internal processes and culture of students' families. Unfortunately, family historians have concentrated their labors on the colonial period and on the second half of the nineteenth century; relatively little is available for recent decades. Hence this bibliography also includes a few works by sociologists and social researchers covering the post 1930 era. But it is severely limited. Only a few items are listed, and I have more or less arbitrarily excluded the many community studies, ethnic-group histories, etc., which contain rich factual and interpretive material on past family life. Instead, the emphasis here will be on conceptual approaches and salient findings which are easily accessible to the uninitiated instructor and student and which may prove operative leads to persons attempting to direct family biography projects.

For a more thorough look at relevant scholarship, the reader should turn to such journals as The Family in Historical Perspective: An International Newsletter (Chicago: The Newberry Library, 1972-) which will be superseded in the Fall of 1976 by the Journal of Family History; Journal of Social History (1967-); and Historical Methods Newsletter (1967-). For sociological writings consult the Journal of Marriage and the Family (hereafter JMF). Important demographic articles will be found in Population Studies (London, 1947-), and Demography (1963-). Many of the standard Journals, notably American Quarterly (hereafter AQ), and some newer ones, such as Feminist Studies (New York, 1972-) and Signs (Chicago, 1975-) carry frequent and significant articles pertaining to family life, women and children, etc.

The most helpful guide to the field of family history is Tamara K. Hareven, "The History of the Family as an Interdisciplinary Field," JISH, 2 (Autumn 1971), 399-414; it appears in an issue devoted entirely to family history. The issue of the same journal for Autumn 1975 is again devoted to family history. A sample of recent scholarship may be found in Michael Gordon (ed,), The American Family in Social-Historical Perspective (New York 1973). Edward N. Saveth, "The Problem of American Family History," AQ, 21 (Summer 1969, part 2), 311-29, discusses the place of the family in American culture and raises certain problems about the historical study of family life. John Demos, "The American Family in Past Time," American Scholar, 43 (Summer 1974), 422-46, summarizes findings in the field and discusses their over-all significance. See also Kirk Jeffrey, "Varieties of Family History," American Archivist, 58 (October 1975), 521-32.

Historians are increasingly drawn to a family-life-cycle approach to the study of past family life. Families are traced from their formation in a marriage through the birth and growth of the children to the dissolution of the family through divorce or death. It is an approach easily adapted to use by student family biographers. See Paul C. Glick and Robert Park, Jr., "New Approaches in Studying the Life Cycle of the Family," Demography, 2 (1965), 187-202; and Tamara K. Hareven, "The Family as Process: The Historical Study of the Family Cycle," Journal of Social History, 7 (Spring 1974), 322-29.

The relationship between change in the family and in the larger society is explicitly considered in Philip J. Greven, Jr., et al., "Change and Continuity in the Family Structure, The Family in Historical Perspective, No. 5 (Fall 1973), 7-13. For a useful set of sociological readings see John N. Edwards (ed.),

The Family and Change (New York 1969). William J. Goode, a leading family sociologist, offers a coherent but brief perspective and a summary of his more technical work in the Family (Englewood Cliffs, 1964). A new and controversial synthesis is Edward Sharter, The Making of the Modern Family (New York 1975). Barbara Laslett, "The Family as a Public and Private Institution: An Historical Perspective," JMF, 35 (August 1973), 480-92, should be required reading for instructors interested in family biography. For local history see T. H. Smith, "The Renascence of Local History," Historian, 35 (November 1972), 1-17.

Scholarly literature on internal family culture, roles of husband and wife, values and attitudes regarding sex, and their like have tended to concentrate on middle-class Victorian family life. See e.g., William E. Bridges, "Family Patterns and Social Values in America, 1825-1875," AQ, 17 (Spring 1965), 3-11; Barbara Welter, "The Cult of True Womanhood: 1820-1860," ibid., 18 (Summer 1969), 151-74; and Kirk Jeffrey, "The Family as Utopian Retreat from the City: The Nineteenth Century Contribution," Soundings, 55 (Spring 1972), 21-41. These articles are based on the popular literature of the day. For studies relying on actual family documents see William R. Taylor and Christopher Lasch, "Two 'Kindred Spirits:' Sorority and Family in New England, 1839-1864," New England Quarterly, 36 (March 1963), 23-41; and Carroll Smith Rosenberg, "The Female Word of Love and Ritual," Signs, 1 (Autumn 1975), 1-29. Clifford E. Clark, Jr., in "Domestic Architecture as an Index to Social History: The Romantic Revolution and the Cult of Domesticity in America, 1840-1880," JIDH, forthcoming, suggests an approach which undergraduates might be able to adapt in studying domestic values in their own communities, as does Harold Skramstad, "American Things: A Neglected Material Culture," American Studies, 10 (Spring 1972), 11-22.

The systematic study of value changes related to family life has not proceeded very far; in this area student family biographies might make some contribution to scholarship. Those studies published so far focus heavily on the breakup of the Victorian value synthesis between about 1890 and 1930: The Collapse of the "Conspiracy of Silence" about sex, the increasing use of contraception, the debate over divorce, the massive entrance of women into the labor force, and their final drive for the vote. Important studies include Daniel Scott Smith, "The Dating of the American Sexual Revolution," in Gordon, op cit., 321-35; Alan Graebner, "Birth Control and the Lutherans: The Missouri Synod as a Case Study," Journal of Social History, 2 (Summer 1969), 303-32; James R. McGovern, "The American Woman's Pre-World War I Freedom in Manners and Morals," Journal of American History, 55 (September 1968), 315-33; John C. Burnham, "The Progressive Era Revolution in American Attitudes Toward Sex," ibid., 59 (March 1973), 885-908; Bryan Strong, "Ideas of the Early Sex Education Movement in America, 1890-1920, "History of Education Quarterly, 12 (Summer 1972), 129-61; William L. O'Neill, Divorce in the Progressive Era (New Haven 1967); and David M. Kennedy, Birth Control in America: The Career of Margaret Sanger (New Haven 1970).

There is growing interest in the study of childhood and child nature, stimulated by the appearance of Robert Bremner et al. (eds.), Children and Youth in America: A Documentary History (5 vols. in 3; Cambridge, 1970-75); see e.g., David J. Rothman, "Documents in Search of a Historian: Toward a History of Childhood and Youth in America, JIDH, 2 (Autumn 1971), 367-78. The work of John Demos, particularly "Adolescence in Historical Perspective" (with Virginia Demos), Journal of Marriage and the Family, 31 (November 1969), 632-38 (reprinted in Gordan, op. cit.), and "Developmental Perspectives on the History

of Childhood," JIDH, 2 (Autumn 1971), 315-28, provides an introduction to issues and conceptual problems in the study of past childhood. For nineteenth century ideas about child nature see Bernard Wishy, The Child and the Republic (Philadelphia 1968) and Anne Scott MacLeod, A Moral Tale (Hamden, Conn, 1975). Joseph F. Kett's two articles, "Adolescence and Youth in Nineteenth Century America," JIDH, 2 (Autumn 1971), 283-98, and "Growing Up in Rural New England, 1800-1840," in Tamara K. Hareven (ed.), Anonymous Americans (Englewood Cliffs, 1971), 1-16, come the closest to an actual portrayal of childhood and youth as experienced by past Americans. See also the articles on the family in Teachers College Record, 76 (December 1974).

State and local historical journals often contain articles full of rich material on past family life. See, e.g., Merrill E. Jarchow, "The Social Life of an Iowa Farm Family, 1873-1912," Iowa Journal of History, 50 (April 1952), 123-54. More recent studies of rural and frontier family life have typically relied on census data, as in George M. Blackburn and Sherman L. Richards, "A Demographic History of the West: Nueces County, Texas, 1850," Prologue, 4 (Spring 1972), 3-20, and Mildred Throne, "A Population Study of an Iowa County in 1850," Iowa Journal of History, 57 (October 1959), 305-30, neither of which is too technical for undergraduates. Robert E. Bieder, in "Kinship as a Factor in Migration," JMF, 35 (August 1973), 429-39, uses church and local records to study informal kinship ties among families of a Michigan community between 1857 and 1890; his discussion, while technical, is suggestive for undergraduate family biographers.

Family life in the urban context has received little attention yet. For black familes after the Civil War see Paul J. Lammermeier, "The Urban Black Family of the Nineteenth Century: A Study of Black Family Structure in the Ohio Valley, 1850-1880," ibid., 440-56; Elizabeth Pleck, "The Two-Parent Household: Black Family Structure in Late Nineteenth Century Boston," Journal of Social History, 6 (Fall 1972), 1-31 (reprinted in Gordon, op. cit.); and the articles in JIDH, 6 (Fall 1975). Virginia Yans McLaughlin, "Patterns of Work and Family Organization: Buffalo's Italians," JIDH, 2 (Autumn 1971), 299-314 (also reprinted in Gordon), is an important article covering 1900-1930. But there have been few such treatments so far, particularly for the post-1900 period.

Statistical time series for twentieth century family variables such as divorce, fertility, and age at marriage are readily available--see, for instance, Paul C. Glick, American Families (New York 1957) and Abbott L. Ferriss, Indicators of Change in the American Family (New York 1970). John Sirjamaki, The American Family in the Twentieth Century (Cambridge 1953) presents a readable over-view emphasizing American domestic values.

For black families see, e.g., Reynolds Farley, Growth of the Black Population (Chicago 1970) and Jessie Bernard, Marriage and Family Among Negros (Englewood Cliffs, 1966). Among the several important books on working class family life are Mirra Komarovsky, Blue-Collar Marriage (New York 1962) and Lee Rainwater et al., Workingman's Wife (New York 1959).

On the 1920's and the Great Depression see Samuel F. Stouffer and Paul Lasarsfeld, Research Memorandum on the Family in the Depression (New York; reprint edn., 1971) and the essays reprinted in Bernard Sternsher (ed.), Hitting Home: The Great in Town and Country (Chicago 1970); also Margaret J. Hagood, Mothers

of the South (Chapel Hill 1939); Day Monroe, Chicago Families (Chicago 1932); and the publications of President Hoover's White House Conference on Child Health and Protection, such as The Home and the Child (New York 1931) and The Adolescent in the Family (New York 1934). On value changes see Freda Kirchwey (ed.). Our Changing Morality (New York 1930). Robert and Helen M. Lynds' Middletown and Middletown in Transition are classic community studies rich in information about family and social change in one American city during that period. A recent study is Glen H. Elder, Jr., Children of the Great Depression (Chicago 1974).